



# Rhode Island Department of Education

PLP Guidelines ~ Second Edition  
Information Session  
June 7 and June 10, 2005



# Highlights of the PLP Guidelines - Second Edition



- ◆ PLP Implementation Timeline
- ◆ Who Needs a PLP?
- ◆ Prior to Initiating the PLP Process
  - Student Literacy Record
- ◆ Life Cycle of a PLP
- ◆ Assessment
  - Three Types of Progress Monitoring
- ◆ Roles Within the System of PLP Support

## PLP IMPLEMENTATION TIMELINE

<b>Design Phase</b>	<b>Implementation Phase</b>	<b>Systemic Phase</b>
October 2003-August 2004	September 2004-June 2006	2006 School Year - Beyond
<ul style="list-style-type: none"> <li>▪ Designed process/forms</li> <li>▪ Selected assessments</li> <li>▪ Identified students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revise/Refine forms/process of PLP</li> <li>▪ Select resources (materials, personnel, etc.) for student/support system</li> <li>▪ Evaluate quality of assessments and data</li> <li>▪ Coordinate with School/District Improvement Teams &amp; District Strategic Plans</li> <li>▪ Report data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Institutionalize process for sustaining PLP</li> <li>▪ Identify structures and supports in place, which are reviewed/refined periodically</li> <li>▪ Align K-12 literacy with HS Diploma System/Proficiency Based Literacy</li> <li>▪ Report data</li> </ul>
<b>Professional Development/Technical Assistance</b>	<b>Professional Development/Technical Assistance</b>	<b>Professional Development/Technical Assistance</b>
<b>RIDE:</b> <ul style="list-style-type: none"> <li>▪ PLP Guidelines</li> <li>▪ Dec. 2003 Regional RITAP Rollouts</li> <li>▪ PLP Assessment Showcase</li> <li>▪ PLP District Showcase</li> </ul>	<b>RIDE:</b> <ul style="list-style-type: none"> <li>▪ Reviewed all PLP documents and student data</li> <li>▪ Utilized district feedback, revised Guidelines</li> <li>▪ Developed voluntary PLP document</li> <li>▪ Continue to review district data</li> </ul>	<b>RIDE:</b> <ul style="list-style-type: none"> <li>▪ Update Guidelines</li> <li>▪ Provide resources for professional development and materials</li> <li>▪ Review district data</li> </ul>
<b>LEA- Local Education Agency:</b>	<b>LEA- Local Education Agency:</b>	<b>LEA – Local Education Agency:</b>
<ul style="list-style-type: none"> <li>▪ Selected assessments</li> <li>▪ Developed PLP process and documents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administer assessments</li> <li>▪ Analyze data</li> <li>▪ Distribute resources based on PLP needs</li> <li>▪ Submit student data to Commissioner</li> </ul>	<ul style="list-style-type: none"> <li>▪ Administer assessments</li> <li>▪ Analyze data</li> <li>▪ Distribute resources based on PLP needs</li> <li>▪ Submit student data to Commissioner</li> </ul>

# Who Needs a PLP?

- ◆ All students in grades K-5 not reading at grade level need a PLP (including 6<sup>th</sup> grade if within an elementary school setting).
- ◆ All students in grades 6-10 reading 3 or more years below grade level need a PLP (6<sup>th</sup> grade if not in an elementary school setting). The classification of reading “3 or more years” below grade level was established to help all secondary schools build capacity for servicing their students. Therefore, by the year 2011 all students K-12 not reading at grade level will have a PLP.
  - In 2006-07, 11<sup>th</sup> grade students will be included.
  - In 2007-08, 12<sup>th</sup> grade students will be included.
- ◆ All students with IEPs who meet the criteria for a PLP also need a PLP. Reminder: the PLP Guidelines are the same for students with or without IEPs.

# Who Needs a PLP? (continued)

- ◆ All English Language Learners (ELL) in grades K-5 who are not reading at grade level in English need a PLP **in addition to** appropriate English language instruction, regardless of other factors which may include:
  - Level of native language reading proficiency.
  - Limited or interrupted formal schooling.
  - Previous school experience.
- ◆ All English Language Learners (ELL) in grades 6-10 who are reading 3 or more years below grade level in English need a PLP in addition to appropriate English language instruction, regardless of other factors which may include:
  - Level of native language reading proficiency.
  - Limited or interrupted formal schooling.
  - Previous school experience.
- ◆ All students who have an existing PLP continue with a PLP until they are reading at grade level.



# Prior to Initiating the PLP Process...



- ◆ Systematic and Explicit Literacy Instruction for ALL Students
- ◆ Screen and Review Reading Achievement
  - Every student
  - Every year

## Student Literacy Record

Student Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

Student ID # \_\_\_\_\_

Year	Grade	School/District	Reading Level		PLP Y/N/D	Expanded Support	Intervention	PA	P	V	F	C
			<i>Beginning of Year</i>	<i>End of Year</i>								
20__	K											
20__	1											
20__	2											
20__	3											
20__	4											
20__	5											
							Targeted and/or Intensive					
20__	6											
20__	7											
20__	8											
20__	9											
20__	10											
20__	11											
20__	12											

This report may be used by an school/district to maintain PLP documentation over time. This report should begin when a student enters a RI school for the first time and should follow them until high school graduation.

Reading Level- Record the student's reading level and indicates if it is their independent (ind.) level or instructional (inst.) level.

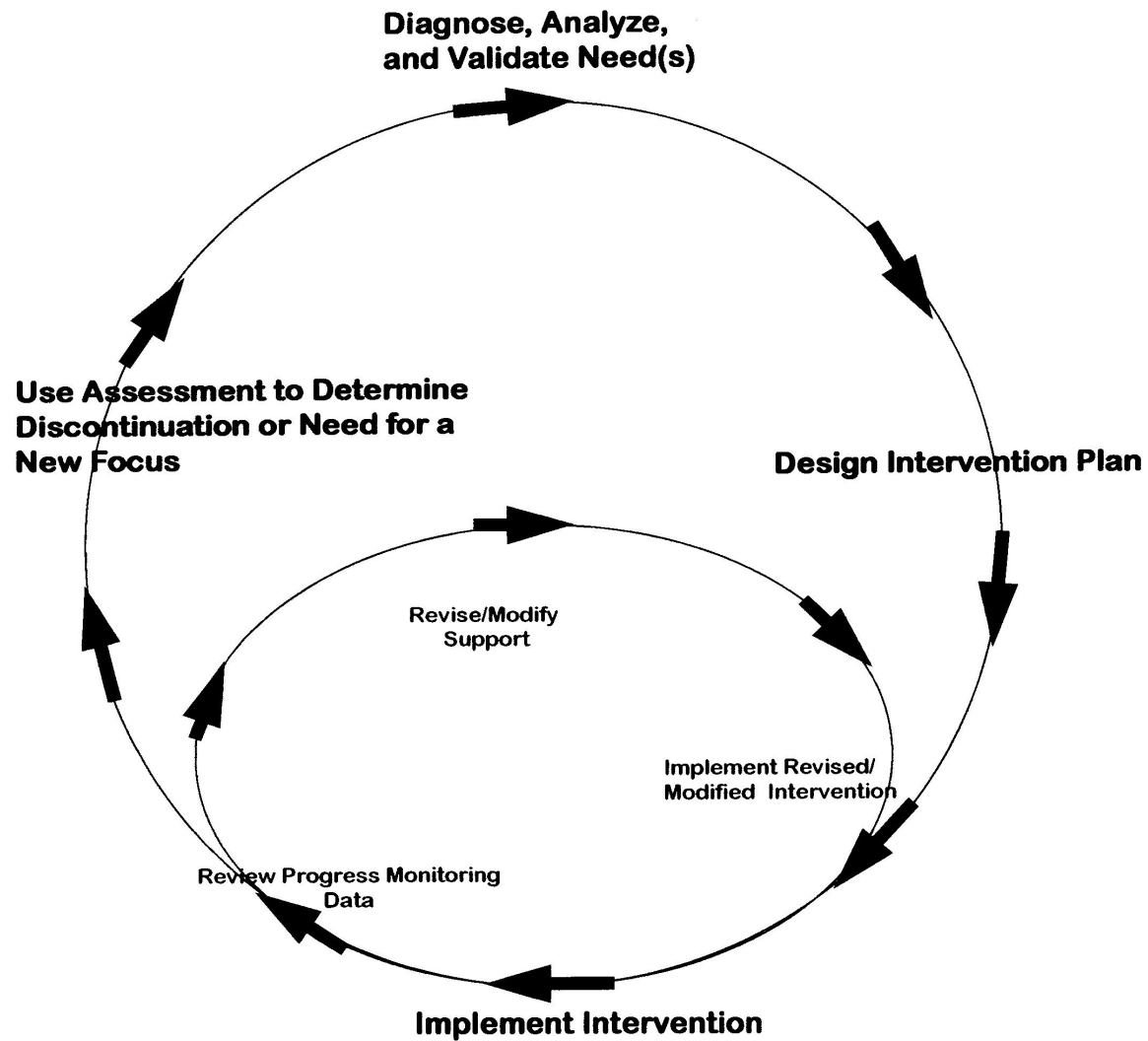
PLP- Y=yes, N=no, D-discontinued

Expanded Support- if members of the Expanded Support Team were used as part of the process- Yes or No

The last five columns are to indicate the area of focus for the PLP in each grade. You may check off as many that applies in any one given year:

PA-Phonemic Awareness, P-Phonics, V-Vocabulary, F-Fluency, C-Comprehension.

# Life Cycle of a PLP Problem Solving Approach





# Three Types of Progress Monitoring

- ◆ **District/School level progress monitoring** typically occurs three times per year fall, winter, and spring for all students at the elementary level and less frequently at the secondary level. The purpose of this assessment is to make informed district/school decisions for resource allocations, professional development planning/implementation, program planning and evaluation, etc.
- ◆ **Classroom level progress monitoring** may also be referred to as “curriculum embedded” assessments. They are on going and include tasks typically used during the instructional process. They evaluate student’s learning based on systematic observation and guide the specifics of instruction within the curriculum.
- ◆ **Intervention progress monitoring** occurs more frequently (weekly, bi-weekly, monthly) for students with a PLP and for students in targeted literacy groups at the secondary level. The results of this type of progress monitoring inform instructional decisions in the individual student’s intervention plan or for the targeted group plan.

# System of PLP Support- Roles

## **Elementary and Secondary Models**

Parent/Guardian  
PLP Expanded Support Team  
Principal  
Superintendent

## **Elementary Model**

Classroom Teacher

## **Secondary Model**

Classroom/Content Area Teacher  
Specially Trained Literacy Teacher  
Certified Reading Specialist  
Student



# Highlights of the PLP Guidelines Appendices



- ◆ List of Required Elements for PLPs
- ◆ Voluntary State PLP Form
- ◆ Student Literacy Record
- ◆ Class Report
- ◆ School Report
- ◆ District Report
- ◆ Parent Guardian Resources

# Required Elements for PLPs

## ◆ Basic Information

- Student Name
- Student ID Number
- Date of Birth
- ELL Proficiency
- Attendance Record

## ◆ Current Information

- Teacher(s)
- District/School/Grade
- Record of Home Contact(s)
- PLP History

## ◆ Information Documenting Needs

- Differentiated Instruction
- Results of Assessments

## ◆ Intervention Plan

- Goal
- Instructional Intervention
- Dates
- Family Component in Support of Intervention

## ◆ Progress Monitoring

- Data collection (how, when, what)
- Review/Revision Next Steps

## ◆ Intervention Outcomes

- Level of Performance After Intervention
- New Intervention
- Participants at meeting if exiting PLP

\_\_\_\_\_ **School Department**  
**Personal Literacy Plan**

<b>Basic Information</b>	<b>Information Documenting Needs</b>																											
<p>Student: _____ Student ID #: _____</p> <p>Grade: _____ DOB: _____</p> <p>School: _____ Teacher(s): _____</p> <p>ELL Proficiency: _____</p> <p>Attendance/Tardiness: _____</p> <p>Initial PLP ____Yes ____No</p> <p>If no, record dates of previous PLP(s): _____</p>	<p>Differentiated Instruction:</p>     																											
<p>Record of Home Contacts:</p> <p>Conference:</p> <p>_____ Date _____ Parent signature</p> <p>_____ Teacher Signature</p> <p>Comments:</p>     <p>Phone call/note/email:</p> <p>_____ Date of contact</p> <p>Comments:</p>    <p>Additional dates of home contact:</p>    	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 55%;">Screening Assessment</th> <th style="width: 30%;">Results</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Comments:</p>    <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 55%;">Diagnostic Assessment</th> <th style="width: 30%;">Results</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Comments:</p>    	Date	Screening Assessment	Results										Date	Diagnostic Assessment	Results												
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Date	Diagnostic Assessment	Results																										

Intervention Plan	Progress Monitoring		
Date: Goal:	Date	Assessment	Results
	Review/ Next Steps:		
Instructional Intervention:	Date	Assessment	Results
	Review/ Next Steps:		
Family Component in Support of Intervention:	Date	Assessment	Results
	Review/ Next Steps:		
Data Collection for Progress Monitoring:	Date	Assessment	Results
	Review/ Next Steps:		

**Progress Monitoring** (continued)

Date	Assessment	Results

Review/Next Steps:

Date	Assessment	Results

Review/ Next Steps:

Date	Assessment	Results

Review/ Next Steps:

Date	Assessment	Results

Review/ Next Steps:

**Progress Monitoring** (continued)

Date	Assessment	Results

Review/ Next Steps:

Date	Assessment	Results

Review/ Next Steps:

Date	Assessment	Results

Review/ Next Steps:

Date	Assessment	Results

Review/ Next Steps:

## Intervention Outcomes

Date	Outcome Assessment	Results

### New Intervention Plan

**OR**

### PLP Release Form

Date: Goal:	Date: Justification for release from PLP:														
Instructional Intervention:	Signatures of participants: <table border="1" style="width: 100%; margin-top: 10px; border-collapse: collapse;"> <tr> <th style="width: 70%;">Signature</th> <th style="width: 30%;">Position</th> </tr> <tr> <td> </td> <td>Teacher</td> </tr> <tr> <td> </td> <td>Parent</td> </tr> <tr> <td> </td> <td>Administrator</td> </tr> <tr> <td> </td> <td>Student (if applicable)</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Signature	Position		Teacher		Parent		Administrator		Student (if applicable)				
Signature	Position														
	Teacher														
	Parent														
	Administrator														
	Student (if applicable)														
Family Component in Support of Intervention:															
Data Collection for Progress Monitoring:	If parent not in attendance, please fill out the information below. Date notified: Comments:														



## Student Literacy Record

Student Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

Student ID # \_\_\_\_\_

Year	Grade	School/District	Reading Level		PLP	Expanded Support	Intervention	PA	P	V	F	C
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20__	K											
20__	1											
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Expanded Support- if members of the Expanded Support Team were used as part of the process- Yes or No

The last five columns are to indicate the area of focus for the PLP in each grade. You may check off as many that applies in any one given year:

PA-Phonemic Awareness, P-Phonics, V-Vocabulary, F-Fluency, C-Comprehension.

**Class Record**  
**Personal Literacy Plan Record**  
**Elementary/Secondary**

School: \_\_\_\_\_ Year: \_\_\_\_\_  
Grade Level: \_\_\_\_\_ Teacher: \_\_\_\_\_

[illegible]

This section can be analyzed to make informed decisions with respect to:

- Program planning and evaluation.
- Resource allocations.
- Professional development planning/implementation.

Submit to Building Principal by November 1 for Commissioner's Report.  
Also submit to Building Principal at the end of the school year for district/school planning purposes (materials, professional development, etc.).  
Add students to roster as they are enrolled.

# School Report

## Personal Literacy Plan Record

School: \_\_\_\_\_ Year: \_\_\_\_\_  
 Principal: \_\_\_\_\_

*This new column will be used to report the previous school year's information. Record the # of students in each grade who reached and maintained the goal of reading at grade level at some point during the school year and no longer needed a PLP.*

Grade	# Students Reading At or Above Grade Level	# Students Reading Below Grade Level	# Students with PLPs	Special Populations with PLPs		Total # Students Enrolled at Grade Level	# Students Discontinued from PLP process by the End of the Previous Year
				# of Students			
				IEP	ELL		

Report must be submitted to Superintendent by November 15 for completion of Commissioner's Report that is due at RIDE on December 1.

**District Report**  
**Personal Literacy Plan Record**  
 Year: \_\_\_\_\_

DISTRICT: \_\_\_\_\_ SUPERINTENDENT: \_\_\_\_\_

District Contact: \_\_\_\_\_ Telephone: \_\_\_\_\_

Grade	# Students Reading At or Above Grade Level	# Students Reading Below Grade Level	# Students with PLPs	Special Populations with PLPs		Total # Students Enrolled at Grade Level	# Students Discontinued from PLP process by the End of the Previous Year
				# Students IEP	# Students ELL		
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

This *new* column is to report the previous year's student total in each grade who reached grade level reading at some point during the year and no longer needed a PLP.

Report must be submitted to RIDE on December 1 of each year.

# Parent/Guardian Resources

## ◆ References

- Parent's Guide To Literacy for the 21st Century, by Janie Hydrick; NCTE
- Parent Support Network of RI
- Rhode Island PTA
- RI Parent Information Network

## ◆ Websites

- [www.edpubs.org](http://www.edpubs.org)
- [www.literacymatters.org](http://www.literacymatters.org)
- [www.ncela.gwu.edu](http://www.ncela.gwu.edu)
- [www.nifl.gov/partnershipforreading](http://www.nifl.gov/partnershipforreading)
- [www.scholastic.com/familymatters/read/all/parentrole.htm](http://www.scholastic.com/familymatters/read/all/parentrole.htm)

# Questions

- ◆ Write any remaining questions on Post-its
- ◆ Categorize your question according to the following topics:
  - PLP Life Cycle
  - Expanding Circle of Support
  - Who Needs a PLP?
  - Forms (Voluntary State PLP Document, Student Literacy Record, Class Record, School Report, District Report)
  - System of Support-Roles
  - PLP Timeline
  - Other
- ◆ Place your question(s) on the chart paper



# PLP Toolkit (1 per district)



- ◆ PowerPoint Presentation for Professional Development
- ◆ All PLP Forms
- ◆ Annotated Copy of the Voluntary State PLP Form
- ◆ Visual Representation of the Expanding Circle of Support
- ◆ Sample of Parent/Student Contract

# Example of Annotated State PLP Document

Intervention Plan	Progress Monitoring		
<b>Date:</b> <b>Goal:</b> <i>Write goal to indicate intended outcome of the intervention based on area and specific description of concern. State the goal in observable and measurable terms. Use the following questions to guide your thinking:</i> <i>What is problematic for the student?</i> <i>What level of performance is expected for this student?</i> <i>What GLE/GSE is student currently working towards becoming proficient in?</i> <i>What is the length of time anticipated for the student to reach the goal?</i>	Date	Assessment	Results
	<b>Review/ Next Steps:</b> <i>Analyze progress monitoring data, evaluate effectiveness of intervention to ensure sufficient progress and/or to make instructional decisions, to alter plan and (if needed) expand circle of support. Is the intervention effective in improving the student's literacy skills?</i> <i>Is the student progressing at a sufficient rate to achieve the goal?</i>		
<b>Instructional Intervention:</b> <i>Describe the procedures the teacher will implement to solve the identified problem. Indicate the amount of time the procedures will be implemented, materials and strategies used, person(s) responsible for implementation.</i> <i>What instructional procedures are to be used in the intervention?</i> <i>What materials are needed to implement the procedures or strategy?</i> <i>What length of time and how often will the intervention take place?</i> <i>Who is the person(s) responsible for implementing the procedures or strategies?</i>	Date	Assessment	Results
	<b>Review/ Next Steps:</b>		
<b>Family Component in Support of Intervention:</b> <i>Documentation of supports that have or will take place at home in conjunction with PLP.</i>	Date	Assessment	Results
	<b>Review/ Next Steps:</b>		
<b>Data Collection for Progress Monitoring:</b> <i>Record specifics of the intervention progress monitoring for this student.</i> <i>What is the method of data collection?</i> <i>How often will it be collected?</i> <i>Who is responsible for collecting the data?</i>  <i>Who is responsible for data summary and analysis?</i>	Date	Assessment	Results
	<b>Review/ Next Steps:</b>		